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ABSTRACT

A DACUM (Developing a Curriculum) task analysis for the position of Chief Continuing Education Administrator was developed in June 1988. A panel of 11 chief continuing education administrators from Ohio produced a DACUM chart of 123 tasks and traits they felt best described them and what they do in performing their duties. They also developed a definition for the duties of the chief continuing education administrator. The tasks and traits were grouped into these general areas of competence: administering a continuing education division, developing and managing a divisional budget, participating in institutional processes and coordinating educational programs, program development, program operations, program follow-up, providing student services, promoting community outreach and access, demonstrating professional attributes, and developing professionally. A larger sampling of chief continuing education administrators then was surveyed, with 33 surveys returned. These administrators rated and ranked the tasks in order of importance, and the results were plotted on a matrix. Tasks most important to the continuing education operation were listed and categorized as those personally performed and those delegated to others. The DACUM task analysis initially developed by the 11 administrators was validated as an accurate occupational task list, the definition was verified, and professional workshops were recommended. (The DACUM chart developed is included in this report.) (KC)

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DACUM Analysis and Validation Study

Executive Summary

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TO THE EDUCATIONAL RESOURCES
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A DACUM task analysis for the Chief Continuing Education Administrator was developed and sponsored by OCHEA on June 23 and 24, 1988. A panel of eleven Chief Continuing Education Administrators from throughout Ohio took part in the analysis that produced a DACUM chart of 123 tasks and traits they felt best described them and what they do in performing their duties.

As a part of the analysis they also developed the following definition: The Chief Continuing Education Administrator is responsible for developing, managing, and coordinating a variety of educational programs and services to assist individuals, the institution and the community in meeting their needs and achieving their goals.

The tasks and traits were grouped into eight general areas of competence.

- A. Administrating Continuing Education Division
- B. Developing and Managing Divisional Budget
- C. Participating in Institutional Processes
Coordinating Educational Programs
- D. Program Development
- E. Program Operations
- F. Program Follow-up
- G. Providing Student Services (credit and/or non-credit)
- H. Promoting Community Outreach and Access
- I. Demonstrating Professional Attributes
- J. Developing Professionally

The complete task analysis is attached.

The next phase of the project surveyed a larger sampling of Chief Continuing Education Administrators to determine if they agreed with the panel's perception of the occupation. Thirty-three surveys were completed and returned.

The survey asked participants to rate each task on an Importance of "high", "medium", or "low" and a Frequency of "daily/constantly", "usually/regularly", "seldom/rarely", or "does not apply/delegated" on each of the tasks. The

rankings were then compiled into a Lotus spreadsheet that assigned point values to each response. The accumulated values were then sorted highest to lowest and plotted on a matrix.

Demonstrating Professional Attributes was surveyed using the Likert Scale. The mean scores were in the range of 5.57 to 6.72/7.00. These traits were confirmed as essential to the tasks of administering continuing education. The following list describes each trait with its mean score.

1. (6.63) Follow code of ethics
2. (6.24) Serve as change agent
3. (6.45) Create, communicate and reinforce vision of CE
4. (6.36) Convert vision to action plan
5. (5.90) Balance institutional priorities with community needs
6. (5.57) Manage stress and time
7. (6.48) Possess a willingness to take risks
8. (5.81) Delegate effectively
9. (6.69) Work well with a variety of individuals and groups
10. (6.39) Share ownership and acknowledge contributions
11. (6.27) Function in a variety of disciplines
12. (6.21) Tolerate ambiguity
13. (6.72) Manage multiple responsibilities, tasks and details
14. (6.69) Display sense of humor

Assigning values to each response helped determine the range and rank of each task in the major categories. The rankings should interest OCHEA members, officers, and other continuing educators. The tabulated results were clustered into four major categorical findings.

- | | |
|---|---|
| I. Tasks most important to the CE operation | I |
| II. Important tasks - personally performed by CE administrators | ☆ |
| III. Important tasks - delegated to others (or not applicable) | D |
| IV. Unimportant tasks | × |

Most important to the CE operation "I"

When we looked at the ten top ranked tasks by importance, we found five different areas of competence. The area of Program Development although not ranked first did show up as predominate in regard to importance. The top ten tasks with their DACUM chart location are listed below.

1. Monitor quality standards (A-4)
2. Act as institutional spokesperson for CE (C-6)
3. Generate program ideas (D-1)
4. Make "go/no go" decision (D-19)
5. Define activities (B-1)
6. Promote CE function internally (C-5)
7. Identify target audience (D-2)
8. Identify audience's needs (D-3)
9. Review division performance (A-15)
10. Handle participant/staff concerns and problems (E-9)

The CE administrators do not necessarily perform all these important tasks personally, but they definitely oversee these functions.

Important tasks - personally performed by CE administrators "☆"

The tasks most likely to be performed by the Chief Continuing Education Administrator were slightly different from the tasks deemed most important. The top two tasks remained the same on both lists, but overall the trend of tasks actually performed shifted to the areas of "Participating in Institutional Processes" and "Administering Continuing Education Division." "Program Development Activities" except for D-1, D-2, and D-3 dropped below the top twenty tasks. The top ten tasks are listed below.

1. Monitor quality standards (A-4)
2. Act as institutional spokesperson for CE (C-6)
3. Initiate and respond to communications (A-12)
4. Generate program ideas (D-1)

5. Promote CE function internally (C-5)
6. Keep abreast of current events and trends (J-1)
7. Maintain institutional relationships (C-3)
8. Develop institutional awareness and sensitivity to adult learners (C-4)
9. Anticipate and manage problems and crises (A-8)
10. Define activities (B-1)

Important tasks - delegated to others "D"

Regarding important tasks that are delegated, they are grouped in two major areas of competence--Program Development and Program Operations.

1. Recruit faculty/instructors (D-6)
2. Schedule facilities and equipment (D-13)
3. Coordinate services at program site (E-3)
4. Provide timely distribution of instructional materials and equipment (E-4)
5. Obtain evaluation data from participants and instructors (E-11)
6. Verify/confirm arrangements (E-1)
7. Establish objectives (D-8)
8. Register participants (E-2)
9. Establish program timeline (D-5)
10. Develop and maintain mailing lists (H-8)

The above tasks ranked from 15 to 39 according to importance, but ranked from 3 to 33 according to delegation. Therefore, the CE administrator must ensure these tasks are performed by others or have other divisions of the institution performing these services.

Unimportant tasks "X"

The ten tasks most likely to be performed by delegation or by reason of organizational structure by someone other than the Chief Continuing Education Administrator or outside the realm of CE are also clustered in two

areas--Program Operations and Program Follow-up. In fact, nine out of the top ten tasks in this category were in these two areas as shown by the following list.

1. Update participant records (F-2)
2. File documentation for certification (F-3)
3. Register participants (E-2)
4. Retrieve extra materials and supplies (E-13)
5. Coordinate services at program site (E-3)
6. Provide timely distribution of instructional materials and equipment (E-4)
7. Close out files (F-8)
8. Maintain records (D-21)
9. Monitor attendance (E-7)
10. Complete financial transactions (F-1)

These tasks are primarily clerical and involve documentation. Again, in the larger picture of CE, they must be carried out, but not by the CE Administrator.

By Group

Additionally, from the matrix in the areas of Administration, Budget and Participating in Institutional Processes, 50% of the tasks were considered to be important and performed by the Chief Continuing Education Administrator personally. But in the area of Coordinating Educational Programs, with its three subdivisions of Program Development, Operations and Follow-up, more than half (54%) of the tasks are either delegated or performed outside the organizational structure of the Chief Continuing Education Administrator.

Conclusion

- The DACUM task analysis, developed by eleven CE administrators, was validated and affirmed as an accurate occupational task list.
- In fact, the major duty categories (A-H) almost take on a descending order of importance.
- The definition of Chief CE Administrator was verified and confirmed because the critical tasks all fit under the three major roles of developing, managing, and coordinating programs.
- Size of institution/operation and type of operation (credit/non-credit) definitely affect the frequency of tasks under categories D, E, and F-- Coordinating educational programs.

Recommendations

- Perhaps the major duty areas of the DACUM chart should be used to develop professional workshops or themes for seminars. For example, (A-4) "Monitor quality standards" is the most important task on the chart. A research project on techniques of statistical process control in the CE office would really help CE administrators. A "call" for papers and practices on "Quality standards for CE operations" could elicit a database/resource for a national conference.
- Of course 44 CE administrators is not a valid representative sampling for national implications, but for Ohio this chart seems to capture the essence and relevance of this profession.

WHAT IS DACUM?

DACUM, an acronym for **D**eveloping **A** **C**urricul**UM**, is a process that analyzes an occupation systematically. A panel of occupational experts performs this analysis during a two-day workshop. Under the direction of a qualified facilitator, the panel analyzes their job-related tasks while using modified brainstorming techniques.

The panel's effort results in a DACUM chart which describes an occupation in terms of specific tasks that competent workers must perform. A task is defined as a unit of observable work with a specific beginning and ending point that leads to a product, service, or decision. This chart is shared with an international database called the DACUM Exchange at Humber College in Ontario.

Although there are many methods for developing curricula or training programs, two characteristics distinguish the DACUM process from other methods:

- ✓ Expert workers from the occupation analyze their own work.
- ✓ Results are produced in a graphic format.

Since the DACUM chart provides an excellent source for analyzing the tasks within an occupation, many companies and colleges use it as their preferred method for program or curriculum development. These versatile charts also can be used as report cards, recruiting materials, or even as actual position descriptions. Most developers select this process because it is a fast, cost-effective method to design relevant curricula or training programs.

STAGES of the DACUM Workshop

Day One

1. **Introductions/Orientation**

The DACUM facilitator conducts an orientation to the overall workshop and process. During the first half hour of the workshop, panel members introduce themselves briefly.

2. **Occupational Title/Position Defined**

The panel begins to select the most appropriate name for their occupation or profession. They also define their occupation in a single sentence. Definitions address the what, how, and why of an occupation.

3. **General Areas of Competence Outlined**

In the first of many brainstorming sessions, the panel describes the general responsibilities or duties that possibly determine the cluster of tasks within the occupation. These general categories are printed on large cards and placed to the wall to the left of the panel.

4. **Specific Tasks Identified**

The panel analyzes each general category of the occupation. Brainstorming brings out the individual tasks within each area. These tasks are listed from left to right on smaller cards. In the DACUM workshop, a task is defined as "a unit of work that has a beginning and ending point." This stage, requiring the most time, is considered to be the heart of the process.

Day Two

5. **Individual Tasks Refined and Sequenced**

Usually on the second day of the workshop, the panel focuses its attention to arrange the tasks and examine the wording. This revision refines the chart and offers different ways to perceive the occupation. Panel members discuss their ideas in specific detail and with great energy during this stage.

6. **General Categories Sequenced**

The panel now proposes different arrangements of the general duties in the occupation. It is often amazing the variety of organizations that panel members propose. A consensus determines the final sequence of the chart.

7. **Job Description Revised**

In a brief overall view, the panel examines the original definition, which was developed in stage two. Often this rewording revises the emphasis of the occupational activities or the terms in the title.

8. **Closure (and an Optional Activity)**

The workshop concludes with an expression of appreciation from the institution. The panel is informed about the follow-up activities and proposed uses of the chart. If time remains, panel members are asked to identify entry-level tasks.

HOW THE DACUM PROCESS BENEFITS BUSINESS & INDUSTRY

BY EVALUATING A COMPANY'S POSITION DESCRIPTIONS

- Acquire a relevant position description of an occupation
- Assess to see if company's position description corresponds with the profile of the occupation at-large
- Determine if the current position needs revision
- Base the revising of the position description on group perception (not individual or biased perspective)

BY INFLUENCING EDUCATIONAL INSTITUTIONS

- Provide direct input into academic programs of future employees
- Affect the content of courses and type of learning activities
- Reduce own training time and costs
- Define the entry-level tasks for employability

BY SELECTING PERSONNEL

- Hire part-time and co-op students to perform entry-level jobs
- Screen co-op students for possible full-time positions
- Interview prospective employees and screen unqualified candidates fairly--based upon the tasks in the position

BY EVALUATING PERSONNEL

- Focus the company's performance evaluations on tasks, not personalities
- Determine an accounting an accounting system or pay scale based upon the performance of tasks
- Create an incentive program for outstanding performers
- Evaluate performance of current work force with specific tasks

BY ASSESSING COMPANY'S TRAINING

- Evaluate effectiveness of present training program
- Determine needs and activities for outside training
- Design performance-based programs that focus on outcomes

BY PARTICIPATING IN COMMUNITY SERVICE

- Fulfill needs and goals for community service and involvement
- Increase company's recognition and importance in the community
- Direct career choice for future students

The Chief Continuing Education Administrator is responsible for developing, managing, and coordinating the institution and the community in meeting their needs and achieving their goals.

COORDINATING EDUCATIONAL PROGRAMS	A. Administering Continuing Education Division	A-1 Develop mission statement, goals, and objectives	A-2 Conduct research & planning activities	A-3 Develop & maintain policies and procedures	A-4 Monitor quality standards ★ I	A-5 Develop and maintain files	A-6 Prepare written reports	A-7 Prepare public relations functions
	B. Developing & Managing Divisional Budget	B-1 Define activities I ★	B-2 Identify resources	B-3 Establish income expectations	B-4 Analyze direct/indirect costs	B-5 Justify and determine line items	B-6 Prepare annual budget request	B-7 Present budget for approval
	C. Participating in Institutional Processes	C-1 Participate in institutional planning & decision making	C-2 Serve on institutional committees	C-3 Maintain institutional relationships ★	C-4 Develop institutional awareness & sensitivity to adult learners ★	C-5 Promote CE function internally I ★	C-6 Act as institutional spokesperson for CE I ★	C-7 Observe institutional policies & procedures
	D. Program Development	D-1 Generate program ideas I ★	D-2 Identify target audience I	D-3 Identify audience's needs I	D-4 Select a program title	D-5 Establish program timeline D	D-6 Recruit faculty/instructors D	D-7 Oversee instructional design
		D-16 Secure funding as needed (e.g., grant writing)	D-17 Prepare proposal/contract	D-18 Develop & implement a promotional strategy	D-19 Make "go/no go" decision I	D-20 Finalize contracts & agreements	D-21 Maintain records X	
	E. Program Operations	E-1 Verify/confirm arrangements D	E-2 Register participants X D	E-3 Coordinate services at program site X D	E-4 Provide timely distribution of instructional materials & equipment X D	E-5 Serve as host/greet participants	E-6 Coordinate public relations activities	E-7 Monitor attendance X
	F. Program Follow-up	F-1 Complete financial transactions (e.g., payments, refunds, invoices) X	F-2 Update participant records X	F-3 File documentation for certification X	F-4 Analyze evaluations	F-5 Write thank-you notes	F-6 Write reports	F-7 Determine future status of program
	G. Providing Student Services (credit and/or non-credit)	G-1 Serve as student advocate	G-2 Offer flexible hours, schedules and sites	G-3 Provide career information	G-4 Provide academic advising	G-5 Provide information & referral	G-6 Offer orientation & seminars	G-7 Coordinate other support services (e.g., child care, lounge, parking)
	H. Promoting Community Outreach & Access	H-1 Participate in community activities	H-2 Act as community leader to meet special needs/issues	H-3 Serve as institutional "clearinghouse"	H-4 Serve as a representative of institution to community	H-5 Serve as broker of educational programs/courses	H-6 Promote institutional resources for community use	H-7 Develop publications & promotions programs

★ = important and personally performed
I = most important

D = delegated
X = unimportant

— SPECIFIC TASKS —

ing a variety of educational programs and services to assist individuals,

A-8 Anticipate and manage problems and crises ★	A-9 Perform personnel mgt functions ie g. interviewing, hiring, appraisal	A-10 Provide ongoing staff development	A-11 Communicate budgetary guidelines & info to staff	A-12 Initiate & respond to communications (e.g. phone, elec., written) ★	A-13 Handle complaints & problems	A-14 Conduct & participate in meetings	A-15 Review division performance I
B-8 Obtain finalized budget	B-9 Allocate funds within CE division	B-10 Authorize expenditures	B-11 Monitor budget (e.g. revenue & expense)	B-12 Reconcile unit budget records with institutional reports	B-13 Adjust budgets	B-14 Prepare financial reports	

D-8 Establish objectives D	D-9 Determine instructional activities	D-10 Develop evaluation strategies	D-11 Assess liability factors	D-12 Communication plans internally	D-13 Schedule facilities & equipment D	D-14 Request certification if needed	D-15 Prepare individual program budget
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E-8 Supervise instructional personnel & staff	E-9 Handle participant/staff concerns & problems I	E-10 Monitor program budget	E-11 Obtain evaluation data from participants & instructors D	E-12 Issue certificates	E-13 Retrieve extra materials & supplies X
F-8 Close out files X					
G-8 Assist in admitting students	G-9 Register students in courses	G-10 Collect fees & tuition as needed	G-11 Assess prior learning	G-12 Maintain academic records	
H-8 Develop & maintain mailing lists D	H-9 Engage in prospect sales with corporate and agency settings				

I. Demonstrating Professional Attributes	I-1 Follow code of ethics	I-2 Serve as change agent	I-3 Create, communicate and reinforce vision of CE	I-4 Convert vision to action plan	I-5 Balance institutional priorities with community needs	I-6 Manage stress and time
J. Developing Professionally	J-1 Keep abreast of current events & trends e.g. environmental scanning. 	J-2 Maintain contacts with other professional & community groups	J-3 Attend professional meetings	J-4 Participate in professional associations	J-5 Maintain expertise in instructional technology & program formats	J-6 Take courses and seminars



DACUM TASK ANALYSIS

CHIEF CONTINUING EDUCATION ADMINISTRATOR

Developed and sponsored by
Ohio Continuing Higher Education Association

Columbus, Ohio
June 23 and 24, 1988

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I-7 Possess a willingness to take risks	I-8 Delegate effectively	I-9 Work well with a variety of individuals and groups	I-10 Share ownership and acknowledge contributions	I-11 Function in a variety of disciplines	I-12 Tolerate ambiguity	I-13 Manage multiple responsibilities tasks & details	I-14 Display sense of humor
I-7 Teach/ instruct	I-8 Read professional journals	I-9 Conduct research	I-10 Contribute to publications	Professional Traits and Tasks			

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